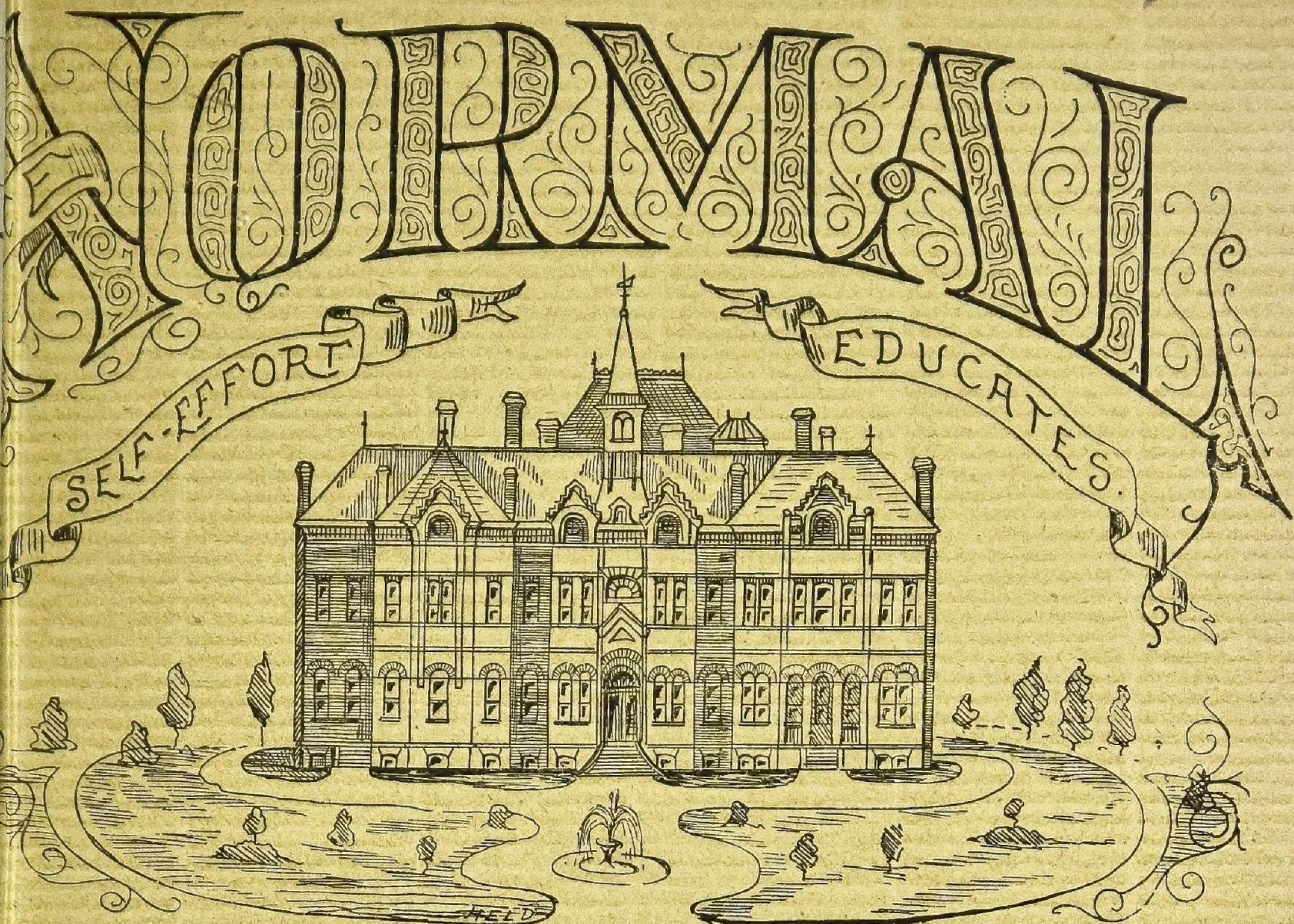


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BRIGHAM YOUNG ACADEMY.

Vol. III. PROVO, UTAH, MONDAY, NOV., 1, 1893. No 3.

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## B. Y. ACADEMY TEACHERS' AGENCY,

PROVO, UTAH.

# THE NORMAL.

VOL III.

PROVO, UTAH, WEDNESDAY, NOVEMBER 1, 1893.

No 3.

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PUBLISHED SEMI-MONTHLY DURING THE SCHOOL YEAR

BY THE

NORMAL ASSOCIATION.

SUBSCRIPTION, \$1.25.

Contributions from progressive teachers and students solicited.

Address all communications to

THE NORMAL, B. Y. A., Provo, Utah.

Entered at Provo, Utah, P. O., as second class matter.

## EDITORIALS.

THERE is a noticeable difference between the current volume of THE NORMAL and its predecessors. The editors realize that to be of practical use to its readers all articles upon pedagogic subjects must be in such form that they can be used as authoritative references by students. They must deal not alone with the subject in hand, but with the pedagogics of that subject.

Such work be carried on simultaneously in at least four departments will make THE NORMAL an invaluable addition to every teacher's library, and the students of the B. Y. A. will find the complete volume their most valuable mementos of the present school year.

## THE B. Y. ACADEMY—“PAST.”

[Founder's Day Sentiment, by Aretta Young.]

Honorable Members of the Board, Kind Teachers, and Friends:

FOR a few brief moments let us leave the Brigham Young Academy of the present and trace with swift steps the pathway of the Brigham Young Academy of the past.

In '76, we see its organization established by a Prophet of God.

The best facilities of the day are her gifts, and yet she seems so weak for the great struggle that must be made to reach the lofty heights on which her standard has been placed; but when she grows weak beneath the stress of her mighty effort she receives succor, food and raiment, and a purse from such supporters as our worthy President, A. O. Smoot.

Would you see her Faculty of those early days, turn to those whose struggles through the heat and toil of day, and through the long home of silent night are recorded in but one book, the “Record of Heaven.” These have stood the test, and today, with the educational staff of which we may justly boast, we name in loving pride, Dr. K. G. Maeser, and Dr. M. H. Hardy.

Ay! and boast who will of the glorious pinnacle upon which our educators of to-day now stand, these and their co-workers will still remain unsurpassed in faith, in energy, in diligence, in love, sweet, undying love! In the conquest of hearts, who shall surpass the instructors of those early days? Whose students will work as their's have worked? Who surpass the Cluff, the Brimhall, the Keeler, the Nelson, the Talmage and Tanner, students of those early days, who still speak with reverence of the seeds then sown in their eagerly receptive minds? Let those who can, if such there be, boast of a *Garden of Learning* whose seeds of “Faith in God,” of “Virtue and Purity,” have been wafted farther to the north or south, to the east or west, than hers have been; and yet her pathway has been through waters of tribulation; and once, in the early morning of her pride and beauty, when she had risen and stood erect in strength and power, her fair brow was smitten by the cruel kiss, the withering, blighting breath of the “Fire Fiend.”

One still winter's morning, four hundred students stood with prayerful sighs and saddened faces around the ruins of their well loved school-home.

Brightest hopes were withered, fairest prospects blighted; the funeral knell that floated upon the air was *lost! all lost!*

The homeless students met that day in the house of prayer. Brother Maeser had called us hither, and for what? Could it be for a last, a sad farewell? We waited with clasped hands and sinking hearts. His first words, never to be forgotten were, "My beloved students, since our own house is gone, well it behoves us to meet in our Father's house."

New hopes we caught from the inspirations breathed by him, and we knew that God had met us there, and in that sad hour had bound our hearts together with ties that time can never loose, while fadeless garlands were twined by angel hands.

From lurid flames and stifling smoke the spirit of the Academy had risen phoenix-like in stronger, newer wings; its heavenward flight is ended not. Every sad experience, each trouble of the past has been a stepping stone to nobler heights.

Sacred memories cling around her  
With success our God has crowned her.

#### THE "PRESENT."

[Founder's Day Sentiment, by Ida Busch.]

THE present is both cause and effect, cause of the future, and effect of the past. The works and conditions of the past make those of the present possible. The fate of the future hangs on the golden thread of the present.

The present opens wide the door of opportunity, unlocked and left ajar by the efforts of

the past. The B. Y. Academy students feel the import of this precious opportunity, and while they honor the past, the present is made sacred to them by possession.

A noble band, thirsting for knowledge, march daily through the wide open portals of our beautiful edifice, and drink freely from the fountains of truth!

Not a discordant sound grates on the ear; an air of order fills and floats through every hallway. The flame of enthusiasm illuminates every room. Inspiration awakens unity and effort in teacher and pupil.

Confidence holds one end of the chain of union, while love's lasting links are being forged in the furnace of trial; and hand in hand we press forward under our sublime emblems, "Purity and Truth," with our eye steadily fixed upon the motto, "Self-effort, Divinely Directed, Educates."

#### THE "FUTURE."

[Founder's Day Sentiment, by J. W. Booth.]

It is a pleasing thought that every Founder's Day we celebrate applies another year of present peace to sooth the pangs of past adversity; and turns the glorious hopes of future years into the realities of the happy present.

What will the future of our Academy be? To what can we liken that unknown day? Were I a prophet, and could even behold evil hanging over our school, I would be loath to utter such unwelcome words today. Oh, time to come, be far, we pray from bringing ought but good within these temple walls.

## THEORY AND PRACTICE OF EDUCATION.

### THEORY AND PRACTICE.

[Notes from lectures by G. H. Brimhall, B. Ped.]

#### THEORY A.

#### CATECHISATION.

*Definition.*—Under this title comes the art of questioning. As all true art is applied science, proper catechisation will be based on pedagogical principles which are unchangeable save in their application. So catechisation is the art of interrogating in accordance with the laws of the most rapid proportionate development and culture of the pupil.

*Principles.*—Dr. Baldwin gives the following: (1) "What is it? For children." (2) "How is it? For boys and girls." (3) "Why is it? For youth." (4) "Whence is it? For manhood."

General principles of education are applicable to this as to all other educational arts.

Questions must lead through the known to the unknown, through the concrete to the abstract, and through the simple to the complex. Review questions should lead the pupil from the *known* to the *should know*. Examination questions should guide the teacher from the

pupil's *should know* to his *does know* and his *can do*.

## AIMS.

1. *As a test:* (a) to discover scholastic attainments, (b) to measure the mind power, (c) to determine special aptitudes or inclinations. 2. *As a method of imparting information;* (a) the finding of errors, (b) the correcting of mistakes, (c) the drawing out of new ideas. 3. *As a disciplinary measure;* (a) the awakening of interest, (b) the stimulating of thought power, (c) "The proper direction of the efforts of the learner." (See Baldwins School Management.)

## QUALITIES.

*Adaptability* is an essential quality of every aim, means, method and device in education, and it applies perfectly to catechisation. Questions on which the "whence" is the center, or pivot of inquiry, are rarely adapted to the child, while those having their terminal point in the "what" is it, are unsuited to the youth, as well as questions that require no search for the "why" and the "whence" are inadequate to the wants of manhood's mighty mind.

2. *Mutuality* is an indispensable quality; pupils should like to be questioned as well as the teacher likes to question them, and the teacher should be as fond of answering as asking questions. Pupils should also be led, to a love of asking questions. Dr. Maeser wisely asserts that one good question from a pupil is worth ten ordinary answers.

3. *Definiteness* is essential, and is a quality most often lacking in this as well as in other processes.

Sweeping generalities in answers are no more indicative of superficiality of knowledge than are non-specific or pointedless questions.

4. *Clearness* must characterize every question.

*Moving*, not *making* mental mists, is the mission of "maieutics."

5. *Completeness* is a quality often lacking.

Questions are too frequently the crazy-patch-work of several well begun, but unfinished interrogations.

*Start, stick to, and finish* is the principle and should be the practice in formulating questions.

6. *System* which includes progress is a

quality that can be absent at the price of failure only, in this, as well as other work.

## METHODS.

1. *From an historical point of view:* (a) the *Socratic*, so called from the prominence given it by the Greek Pedagogue Socrates, who taught on the theory that all knowledge was in the mind and need but the drawing out, or bringing forth by consecutive catechisation. His was a practice of leading the learner to a realization that he did not know and then to an understanding of the unknown. This method searches deep for self-effort.

*The Alcuinian* is a method brought into prominence by Alcuin, a teacher in the Palace Schools of Charlemagne. It emphasizes the pupils' questioning, and is one that aids in making mutuality an element of catechisation. A good teacher will combine the methods of these great educators and obtain superior results.

## RULES.

The following rules, or laws, are based upon pedagogical principles, and, while not intended to interfere with the teacher's individuality, they are guides which, if followed, will be of great assistance to the teacher in making each recitation progressive and comparatively perfect. It must be remembered that persisting in proper application is the only way to form a practical acquaintance with any principle. Whenever a young teacher is conscious of violating any principle of teaching, he should compel himself to correct the error at once.

1. Have one special subject for each recitation.

2. Have a definite aim for each question.

3. Aim to have each question bear directly on the subject.

4. See that every question, and also every answer, is a complete sentence.

5. Be so clear, concise and logically consecutive that the combination of the correct answers to your questions would make a clear exposition of the subject upon which you have been questioning.

6. Use no more than three subordinate questions consecutively.

7. Repeat no answers, and insist on pupils making *themselves* understood.

8. Have no habitual expletives.

- ✓ 9. Avoid direct questions except for disciplinary purposes.
- 10. Do not place the interrogative word at the close of the question.
- ✓ 11. Ask questions that require more reflective than memorative answers.
- ✓ 12. Be yourself, your better self, your professional self.
- 13. Do not place yourself at the mercy of your class.
- 14. Avoid peculiar mannerisms.
- ✓ 15. Prefer the pupil's own language to mere quotations.
- ✓ 16. Ask the same question in different ways frequently.
- ✓ 17. Always accept thoughtful answers, even if not perfect, and then make corrections by further questions.
- ✓ 18. Ask no guess questions.
- ✓ 19. Aim to form questions that will admit of but one perfect answer.
- ✓ 20. If a question is not understood by a majority of the class repeat it in a new form.
- ✓ 21. Choose words and style suited to the capacity of the pupil.

The above rules are principally from the Normal Course given by Dr. K. G. Maeser, General Superintendent of L. D. S. Church Schools.

While there may be exceptions to these, as there are to most rules, from the fact that we are often forced by circumstances to leave the line of principle to take hold of a temporary expedient, they should be followed as strictly as possible. One of the best ways of becoming habituated to the use of the rules is to guard against their violation and compel one's self to make an immediate correction of every instance of their violation. In catechising primary pupils it must be borne in mind that their ideas are few, that their mental strength is very limited; our questions then should be simple and require thought in small parts. It is as inconsistent to ask a child to explain something requiring a long stream of thought as it would be to expect a brook to flow across an extensive valley; the one is lost in the mazes of mental confusion, even as the other is drunk up by the porous soil, before it reaches half way across; but as the skilled artisan by laying pipes for the rill, can take it over thirsty sands,

so can the teacher by skillful catechisation lead the child's mind on, and on, to achievements almost marvelous.

It is a splendid plan to practice catechisation with classmates; where there are but two let one be pupil and the other teacher; and if three, let one act as critic. Notice in your class as students when you are confused and hunt for the cause, and if you find it to be in the question, see which rule or rules were violated in putting the question.

*Mistakes made are many.*

1. Teachers doing all the questioning.
2. Putting of general questions.
3. Miscellaneous questions. ✓
4. Beginning several questions before completing one.
5. Being led too far from the main question. ✓
6. Calling on bright pupils for answers to the neglect of the dull ones.
7. Accepting incomplete answers.

#### REVIEW.

1. Give two definitions of catechisation.
2. Give psychological proof that the natural order of inquiry is *What?* *How?* *WHY?*
3. Draw a diagram of the aims of catechisation.
4. Mention the advantages of having definite aims.
5. What does "essential qualities" mean to you?
6. Explain the two great methods of catechisation.
7. What was Socrates' idea concerning the mind and knowledge?
8. Why is a combination of the Socratic and Alcuinian methods preferable to either alone?
9. What does "a rule" mean to you?
10. Write from memory ten of the most important rules of catechisation.
11. Which of the rules are the most difficult to follow?
12. Mention three ways in which a teacher is liable to place himself at the mercy of the class.
13. What do you understand by "your professional self?"
14. What is the advantage of asking the same question in several ways?
15. When should a teacher repeat a question in a new form?

16. Why should guess questions be avoided?
17. When is the proper time to correct the violation of a rule of catechisation?
18. How can you as a student get practice in the art of questioning?

19. What two causes can you give of a student being confused by a question?
20. Mention five of the mistakes most often made in catechisation.

## PHYSIOLOGY AND SANITARY SCIENCE.

### PHYSIOLOGY.

[Notes from Dr. Hardy's lectures.]

#### REVIEW QUESTIONS FROM LAST NUMBER.

1. Which science claims the first attention of the student?
2. What is meant by sanitation?
3. What do the sanitary conditions of a city include?
4. What does hygiene in its most comprehensive sense imply?
5. What is the full force of the expression "public health?"
6. What does physical culture comprehend?
7. What relation has physical culture to the moral strength of the individual?
8. What is the axiom in sanitary work?
9. What is the basis and ultimatum of sanitary science?
10. What is the foundation of sanitary action?
11. Show that vice and disease are but different expressions for the same thing manifested in different degrees.
12. What is the relation of sanitation to the fundamental principle of our National Government?
13. Why is the sickness-rate of more serious import than the death-rate?
14. What is essential in securing the benefits of sanitary measures?
15. In what direction do the best efforts of the accredited physician lie?

#### NOTES CONTINUED FROM LAST.

There can be no more important nor practical branch of education than the knowledge of the laws of health, personal and public. "Officers of sanitary boards are the most important in our government; they may mould the public health and morals, increase the individual and national wealth, and assist in determining the standing of our nation with the nations of the world."

From the relation of filth to diphtheria and typhoid fever, they have been called the "filth" diseases. Not that "filth" alone, in the usual acceptation of the term, originates a contagious disease, without the presence of its distinctive virus; but once the virus has been introduced, filth favors, in an unlimited degree, its propagation, and stands as the great barrier against successful treatment and extermination; so that contagion finds its most numerous victims (individual receptivity excluded), where there is filth to favor its spread, and, therefore, an indifference to, and a lack of hygienic precepts and sanitary regulations and surroundings.

Contagious diseases should be regarded as accidents, and guarded against accordingly. Strictly speaking, contagious diseases are infectious; infectious diseases are communicable: communicable diseases are preventable; and preventable diseases plainly come within the legitimate scope of the sanitarian.

As with cell-life, so with the virus of a contagious disease—every case of a contagious disease has an antecedent case. The old idea was that scarlet fever, measles, and other diseases supposed to be peculiar to childhood, must be had by infants and children, and that "the sooner they had them and (apparently) recovered the better." In other words, many fond parents have indulged the erroneous idea, that their children must "take a course" in contagious diseases. Nothing could be farther from the truth. It is evident these diseases are not a necessary part of child-life. And it is our plain and imperative duty to protect our infants and children from them, as we would from any other form of accident. For it has been shown that the liability to disease and accidents, diminishes as the individual advances from infancy, through childhood and adolescence, and that immunity from their after effects increases proportionally. Speaking upon the basis of humanity it will probably be

conceded that we never fully recover from any disease or radical disturbance from a normal condition.

The study of water-supply is one of the most important subjects the sanitarian and public health officers have to consider. The relationship if any existing between vaults, cess-pools, surface-washings, or seepage, and the source of the water for drinking, should be carefully noted, and the contamination rendered innocuous by condemning such supply.

It is a common and dangerous idea, that contaminated water percolating through the soil, becomes thus purified; while as a matter of fact, ordinarily, it is simply strained of its coarser portions, holding the dangerous, deadly contaminations in a state of perfect solution, prepared, therefore, for its readiest possible entrance into the interstitial circulation.

The majority of dug wells are impure, nay poisonous at best, from surface contamintions, should they receive a special poison, as the virus of typhoid through seepage, their use must be looked upon as criminal, so long as such contamination is possible.

It should be positively and imperatively enjoined that privies be sacred to the discharges of the healthful only; nothing else should be allowed there, on no account the excrements of persons sick of any form of contagious disease. And ordinary house-excreta should be scrupulously excluded therefrom. "Dry disinfection" and professional scavengers should keep our public yards, grounds and conveniences in a wholesome condition. The solid and fluid excreta should be carefully kept separate.

"Dry disinfection," offers the best solution of the problem of the disposition of excrementitious matter.

There should be no accumulation requiring disposition of anything except excrementitious wastes.

Four football teams have been organized, and two baseball teams. The young men can find no better enjoyment or physical exercise in which to spend their leisure moments, so long as they carry these sports out with the spirit of kindness. We hope to see friendly contests for the championship of the Academy.

## NATURAL SCIENCE.

### PHYSICAL GEOGRAPHY THROUGH A SCHOOL WINDOW.

[Notes from Prof. Wolfe's lectures.]

#### INTRODUCTION.

THE student of natural science in this part of the land has an inestimable advantage over his fellow-laborers in other parts of this country, or even in Germany, the home of scientific investigation. Elsewhere the printed page must be his guide, and his methods of study must conform to the dictum of this writer or that; his field of knowledge be circumscribed by the horizon of his preceptor's vision. Here the lessons are emblazoned on the gold and crimson clouds of sunrise, carved in the crumpled strata and gigantic faults of the eternal hills, embroidered in delicate fern and moss beside the icy brook and beneath the lordly pine.

As an unconscious result with us, studies of this nature have proportionately more of a formative value than have similar studies that give the pupil no opportunity for original work.

Knowledge is gained through perception and conception, and education is something more than a mere acquisition of facts by means of retentive memories. Where the pupil formulates his own rules, where he learns by observation, his power of grasping ideas is broadened; he judges intently, and his range of knowledge is limited only by his own capacity. Those little side-issues, which to the bookworm are subordinate to the matter in hand, are to the truth seeker of co-ordinate importance. Nothing is too insignificant to be examined and understood. The education which he acquires is the *drawing out* that develops the whole man, not the *pouring in* of the middle-aged scholasticism.

From the chart grade the young teacher learns that, to secure the desired results, he must not do for his pupils, that which they can do for themselves. He ascertains, after a brief experience in the school-room, that the drones want to be carried while his brightest pupils are proud of their ability to walk alone. As years roll on the teacher becomes less and less to the ambitious scholar, to whom no moment is of greater happiness than that in

which he can grasp some great problem and say: "You are mine as the result of my sole and individual labor."

The work of the teacher, then, should be to make independent thinkers and investigators. And because the young man and young woman of the west are naturally independent in thought and action they require those studies that allow the latitude of original research and independent investigation. They elect geology rather than Greek, surveying in preference to rhetoric. It is this very spirit of independence that makes them successful, and that has made elective studies a *sine qua non* in all schools above the preparatory grade. It is the crowning triumph of modern education.

As regards formative and informative value, all branches of natural science are not of equal importance. The formative value of the study of botany, is greater than that of the study of mineralogy or geology, but the informative value of the study of botany is far less than is the informative value of the study of geology. Again, freedom in the discussion of secondary topics, subordinate is inapplicable in this particular, is one of the privileges of the student of natural science, but greater latitude may be allowed to a class in physical geography than to one in zoology. The tendency at all scientific study, is to awaken inquiry, and a too rigid adherence to certain laws of catechisation may hinder rather than assist the pupil's development. As a rule, in natural science all that has direct connection with the subject in hand and will not alone aid in its comprehension, but will link it with other facts, the knowledge of which is essential to a well-rounded education, or will aid in its reproduction by the laws of association is a legitimate subject of inquiry and discussion.

Physical Geography may be called the general information study of the second year Normals. It introduces the student to the great field of science, with its various divisions.

Its vocabulary is new to him, and his mind, for the first time, realizes the practical importance of the study of etymology. The world that, while he studied standard geography, was associated with the colors of a map, or with elevations on the sand table, becomes an object of new interest, as the peculiar phenomena of

this locality or of that, are unfolded to his wondering eyes. The men with whom he becomes acquainted are no longer the poets and authors of the fifth reader. They are the keen-eyed, subtle thinkers of modern times. More than all else, his eyes are opened, his hearing is quickened, his lips are unsealed, for that which he perceives he must express in appropriate language. He looks for causes in the whirling column of summer sand, and in the changing foliage of autumn. He names the clouds, tells whence their moisture came, and how and where it falls. The fragment of lava reveals to him its unwritten history, and the whole creation, that erstwhile was nought but chaos, arranges itself into harmonious kingdoms, classes and orders, until all its beautiful symmetry is apparent to his enraptured understanding.

It would have been a more easy task to have made any particular science, as botany or geology, the subject of this series of articles, but as physical geography is the stepping-stone to all the natural sciences, and since in all our high schools and academies, the students of physical geography outnumber as five to one the students of any other science, it has seemed best that this topic be first presented. Its treatment as a class exercise, admits of the use of a great number of methods, and the interest which attaches to it will be greatly enhanced, if special prominence be given to definite local phenomena.

While it is true that the text-book has undue prominence in the average physical geography class, it is also true that the teacher whose knowledge is confined to the text-book, and who sees more upon its printed page than he can behold through the window of his school-room, will make a lamentable failure of the most delightful and fascinating study that finds a place in the curricula of our secondary schools.

---

Many happy smiles were seen on the faces of Logic B when the teacher informed them that all had 100 per cent. as a result of the examination. But long were the faces when he said that he had only glanced at one or two of the papers.

**LITERARY.****A PLEA FOR THE STUDY OF ENGLISH.****III. The Field of Expression.**

IT seems to me that before beginning any project in life, be it a business venture or a new study, we should have some clear conception of what is to be gained thereby; how the new acquisition is to fit in or otherwise affect the old. The purposeless study never arouses interest. While all branches are in themselves full of purpose, it depends upon the teacher to make that purpose appear. Once the end is made clear, it takes but little persuasion to make it desirable. The teacher who fails to arouse ambition is himself blind from not having learned to see; his class becomes blind from unwillingness to see.

Language studies belong somewhere in the great field of expression. It is first the duty of the teacher to make this seem a beautiful field, an important field, an absolutely necessary field, of human cultivation. He will then locate grammar, give some general idea of its scope and importance, and note what are its immediate boundaries. This may all be done inductively and simply by asking questions. In my last article I urged this method of reaching definitions, and promised an example of it as to the meaning of grammar. Of course such a method requires the active responses of a class to show it at its best. The dullness of the few thereby directs the lesson into rich veins of thought and illustration that might not otherwise be suggested.

Beginning, then, I would by a series of questions bring out and then write boldly on blackboard the divisions

**THOUGHT—EXPRESSION.\***

"Think for a moment, students, of all that may be arranged under each of these heads. First, I write under Thought the word man. Think of a man as thought only. Does he move? How? Then we have something more than thought. Does he breathe? How? His breathing tells something about him, then.

How does he stand? Differently from other men? What does this tell? Look at his eyes; his hair, especially the way it is kept; his hands; his finger nails; his clothes. Thus far he has uttered no word, yet has he not told you many things? How only could you place a man so that his soul would not betray its thought?

What then shall I write first under the other head, that of Expression? No answer? Suppose you would render a man the most helpless in expression, and yet take away but a single power? Speech you say. Take away speech, but leave voice. Would he be helpless? How could he still use voice? But, take away voice, would thought be bound? True, but suppose he could not write? Well, nor paint, nor draw? Gesture, you say, and pantomime; but suppose only his face, or even his eye, left unpalsied. Would he be utterly speechless? Tell me, then, while I write them down, all the ways in which human beings express their thoughts.

Let us try another illustration. I write Nature under the Thought column. Aside from man, what is Nature? All that we see, feel, hear, smell, taste, etc., you say. That is near enough. Now name some thing that would correspond to thought divorced from expression. A fallow field. Endow it with expression. Golden grain! Strip the whole great globe of expression. What have you? A dead earth, blindly swinging in utter darkness. Restore the light; let Nature speak again. What do you see, hear, feel? Flowers, green leaves, fruit, ever changing clouds, gorgeous sunset colors, the every smile of heaven; the singing bird, the humming insect, the babbling brook, the sighing breeze, almost the song of angels; winter's bracing air, the sun's warmth, the zephyr's breath, fragrance-laden, almost the heart-beat of the universe.

And this is all expression. What is thought?

The source whence expression flows. Define expression then. *Thought in motion.* How may thought benefit us? Only as we meet it in expression. How may expression enrich us? Only as in it we grasp the thought. He sees only half of nature who catches only the expression, for

"The works of God are fair for nought  
Unless our eyes in seeing,

\*The reader who would follow me must stop to think out an answer to each of my questions, otherwise the lesson will be meaningless to him.

See hidden in the thing the thought  
That animates its being."

Which is of the more importance, then, thought or expression? There can never be such a question. Without expression thought dies, rots in the ground. Without thought there can be no expression. Expression even shows a thought where it gives evidence of no thought.

But let us narrow this enquiry again. Is expression always adequate to thought? In Nature every time, with man seldom. Pick out from your circle of acquaintances a man who, though he has spent much time and effort in educating himself, is, nevertheless, not appreciated. Who have such a being in mind?

Well, why? Reads, reads, reads, you say. Bored by company. At a sociable, sits silent in a corner. Can hardly be induced to lecture, and people don't care to hear him when he does. Failed in a political speech he tried not long ago. How do you know, then, that he is educated? Been to college, answers every question put to him.

Now, students we have enough facts gathered to form a judgment. Examine this case closely. Wherein does he fail? Cannot put his thought in motion. True, but the reason?

Seldom permits his thoughts to leave home. True again, and the inner walls of his cranium enclose a rather small place for many thoughts to develop and grow strong. The consequence is, that when he lets out a thought, now and then, it is a weak, starveling thing. All head and no limbs, it wobbles as it walks. But this is not the worst; what becomes of the ninety-nine hundredths that never get out? They die of suffocation, and incumber the soil of the brain with dead ones.

(TO BE CONTINUED.)

One of the beautiful gems presented to the literary class, by Prof. Whitely, is his testimony that the four presidents of our Church stand without a parallel in the annals of ecclesiastical history. Such history demonstrates the fact that wealth is dangerous to simplicity, and power to moderation. Church dignitaries, who have had the same advantages that our leaders have had, have allowed the love of souls to be supplanted by the love of empires.

## LOCALS.

### M. I. NORMALS.

The officers of the class of '97, are James Osterman, President; Samuel Roundy, Vice-president; Laura Lyman, Secretary and Treasurer. This is the largest class in school. That they may all have the privilege of remaining at their post until the degree B. Ped. is conferred upon them, is the wish of the NORMAL.

The M. I. Normals of this term represent the counties of San Juan, Emery, Sanpete, Utah, Wasatch and Juab. They are a class of busy young men. Each one endeavors to do his part of the work which is laid out for him to perform. The students seem to be aware of the fact that they represent the organization of young men in their respective wards, and they are willing to work all they can in order that they may become useful members of their Associations at home. They are under the guidance of the able and kind instructor, Dr. Milton H. Hardy, whose teachings are very much appreciated by the young men. The M. I. class meets in Room A, one of the finest rooms in the large Academy building. The studies pursued at present are Theology—The Gospel, Bible History, Book of Mormon History, Church History, English History, Introductory Natural Science, Literature, Civil Government, Parliamentary Law, Vocal Music, and M. I. Methods. Students may take any two other regular studies not conflicting with the regular M. I. work. This class continues till Christmas holidays. New class begins immediately after holidays.—A. Merz, C. P. Hansen, Class Reporters.

## THE MUSEUM.

Several valuable contributions have been received by the curator since the commencement of the semester. Among these are noted: Tertiary Fossils, from Iron County; donor, Arthur Dalley Petrifications, from Arizona. Quaternary fossils, from Payson; donor, Geo. A. Ellsworth. Quaternary fossils, from Payson; donor, G. W. Decker. Archaeological specimens, from Spanish Fork; donor, G. W. Brimhall.

## THE NORMAL.

Prof. Wolfe is especially desirous of securing a complete collection of the Quaternary species that are to be found in the bed of Lake Bonneville, just below the Provo shore line. So far as known, the best localities for obtaining these specimens are the Payson and Santaquin benches, at a depth of from four to fourteen feet below the surface. Iron County and portions of the Ashley region are also rich in fossils, though these are either tertiary or cretaceous. All donations will be acknowledged through the columns of THE NORMAL, and the expenses of transmission will be borne by the Academy.

We have on our desk the first number of volume 2 of the *University Chronicle*, a bright, instructive paper, edited by a strong staff of students of the University of Utah, among whom we are pleased to note our friends and former class-mates, Weston Vernon and Julia Farnsworth.

The following was approved of by the Normal Association of the B. Y. A.:

1. Resolved, that we, the students of the B. Y. A. Normal Association, pledge ourselves to favor the business firms who, by their advertisement and locals, support the B. Y. A. papers.
2. Be it further resolved, that the secretary be instructed to publish this resolution in the NORMAL.

*Julia Alleman, Sec. Pro tem.*

## OUR CORRESPONDENTS.

According to the statements of their teachers, the present training class is phenomenal for its punctuality in preparation.

The following is a partial list of correspondents with the papers for which they have written: James G. Duffin, *Beaver Utonian*; Burt Bullock, *Springville Independent*; Elsie Christensen, *Manti Sentinel*; Carrie Nelson, *Logan Journal*; Willard Hansen, *Millard County Blade*; Birdie Hesse, *Salina Press*; Lula Cooper, *Richfield Advocate*; Jane Ballantyne, *Ogden Standard*; Amy Townshend, *Payson Globe*; Irene Beck and Jennie Jorgensen, *Mt. Pleasant Pyramid*; Emma Hatch, *Wasatch Wave*.

Students should call and see what an elegant line of Brushes, Soaps, and fancy Perfumes the Smoot Drug Company carries.

A delegation of Payson District School Teachers was made welcome and shown through the Academy while all the classes were in session on Friday, 27th ult.

From the way in which feathers fly from the windows of Room B, and from the demands for specimens of the animal kingdom from rattlesnakes to rabbits, Prof. Wolfe's zoology class must be doing practical work in dissecting and taxidermy.

Prof. Nelson's classes in English, have been doing excellent work as newspaper correspondents. Their letters have gone to all parts of the territory, and much good will be the result of their efforts to disseminate a knowledge of the Academy and its work.

## FROM THE LIBRARY TABLE.

Socratic has been organized.

Two young ladies of '95 say they are bound to be "bachelors" next year.

At the organization of the class '97, James Osterman received the unanimous vote, of the ladies for president.

During the absence of Prof. Whitely, on a visit to Ogden last Friday, his class was engaged in writing essays.

The students of the training school are visiting the schools of Provo to compare the practical part of their education.

The "Beauties of Verse" were well illustrated in the lecture by Prof. Nelson, at Polytechnic, Friday evening, October 27.

We regret that one of our class mates, while walking up stairs sprained her ankle, and has since been unable to attend school.

German A under Emil Maeser has nearly completed "Easy Lessons in German." (The students are now quite "Dutch.")

The Physical Geography Class endeavors to have model recitations so far as the correct use of English is concerned.

The following have been appointed class editors for the respective classes: A. C. Sorenson, '95; Helen Winters, '96; Millie Keller, '97.

The way that students are getting down to work shows that they are here to learn, not only to pass off their examinations, but for the duties of life.

*The Juvenile Instructor, Contributor, and Young Woman's Journal* are among the periodicals which the Librarian graciously acknowledges in behalf of the Faculty.

The reading of "Richelieu," by Prof. Nelson, was very much enjoyed by all present at Pedagogium last Thursday evening. It created a great desire to have the "Lady of Lyons," read in the near future.

There are now enrolled in the Commercial College forty students. Each class is in a flourishing condition. The students are hard workers, and are making better progress than has ever before been made.

Students, remember when you were new students in the Academy, and lend a helping hand to those who now come in; give to them your confidence and friendship, and make everything home-like for them.

The B. Y. A. Athletic Association was organized last week with Henry Tanner, President; Samuel E. Taylor, Vice-president; Andy Stewart, Secretary; Daniel Thomander, Treasurer; Elisha Brown, Jed Snow and William Kerr, Executive Committee.

THE NORMAL gratefully acknowledges the receipt of the following named exchanges: *University Chronicle, Intermountain Educator, Business Journal, Cleary College Monthly, Deseret Eagle, Logan Journal, The Nation, and the Vernal Express.*

In addition to these the reading-room has on file the *Deseret News, Salt Lake Herald, Enquirer, Dispatch, Ogden Standard, Brigham City Bugler, Bikuben, Post, Lehi Banner, Wasatch Wave, Nephi Courier, Davis County Clipper, Mount Pleasant Pyramid*, and a number of Eastern educational journals.

Miss Ida Alleman and Miss Detta Caffrey are enjoying their pedagogical labors at Springville.

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**PERSONALS**

Miss Alvina Jensen was a visitor of Friday last.

Bishop Tanner paid us an official visit last week.

Brother Albert Dalley is teaching at Summit, Iron County.

Miss Cora Groesbeck, of '93, is teaching in the vicinity of Coalville.

Miss Lettie Rogers represents the training school of last year at Goshen.

President Jesse W. Crosby, of Panguitch Stake, visited the Academy last week.

P. C. Evans is studying law in the office of his uncle, David Evans, Esq., at Ogden.

Our friend and class-mate, Charles Gowans, of Tooele, spent a few days with us last week.

Mr. Wm. H. Tibbals, of Ogden, a delegate to the Congregational Convention, was a visitor on Friday.

Joseph Jacobs is still within reach of B. Y. A. influences. He is teaching in Lake View district.

Miss Kate Delong is imparting some of the ideas that she acquired last year to the primary children of Panguitch.

Brother Rydalch is awakening the Kindergartners to an appreciation of the beauties and mysteries of chemistry.

Brother Joseph Broadbent has taken charge of a church school in Arizona. THE NORMAL wishes him all success in his new field.

Miss Maggie Peterson finds time to visit us occasionally. Her school at Spring Lake is growing in numbers, which fact is indicative of her success as a teacher.

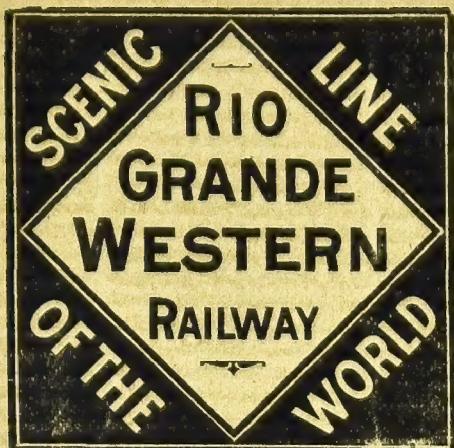
Instructor McKendrick was called to Tooele on urgent business last week, and during his absence Instructor Holt and Prof. Brimhall took charge of his classes.

Mrs. Ada Williams, of Kaysville, a member of the last Sunday School Training Class, was a visitor last week. The Librarian acknowledges presentation by her of a beautiful copy of Boyd's "Men and Issues of '92."

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## STANDARD GAUGE.

## *Current Time Table,*

IN EFFECT JULY 30th, 1893.

### LEAVE PROVO:

No. 2. For Castilla, Grand Junction and points east.....	9:24 a. m.
No. 4. For Grand Junction and points east.....	9:00 p. m.
No. 6. For Eureka, Springville, Thistle and Salina.....	5:21 p. m.
No. 1. For Salt Lake, Ogden, Lehi, American Fork and the west.....	9:43 a. m.
No. 3. For Salt Lake, Ogden, American Fork and Lehi and the west.....	10:20 p. m.
No. 5. For Am. Fork, Lehi, Bingham Junction	4:20 p. m.

### ARRIVE AT PROVO:

No. 1. From Eureka, Grand Junction and points east.....	9:43 a. m.
No. 3. From Grand Junction, Castilla and points east.....	10:20 p. m.
No. 5. From Salina, Manti, Thistle, Castilla and Springville.....	3:20 p. m.
No. 2. From Salt Lake, Ogden, American Fork and Lehi and the west.....	9:24 a. m.
No. 4. From Salt Lake, Ogden and the west.....	9:00 p. m.
No. 6. From Salt Lake, Lehi and American Fork	5:21 p. m.

Train No. 2, the Atlantic Flyer, leaving Provo at 9:24 a. m., connects at Pueblo with the east bound train of the C. R. I. & P. and Missouri Pacific and also makes close connection at Denver with fast east bound trains of the Burlington & Santa Fe routes.

No. 4, the Atlantic Express, leaving Provo at 9 p. m., makes close connection at Pueblo, with the fast east bound flyer of the C. R. I. & P., at Denver with the Burlington route, and at Colorado Springs with through fast train to Chicago. This train carries the only through Pullman Sleeper to Chicago. For rates, tickets and all information call on C. R. Aley, ticket agent, Provo, or J. H. Bennett, G. P. & T. A., Salt Lake City.

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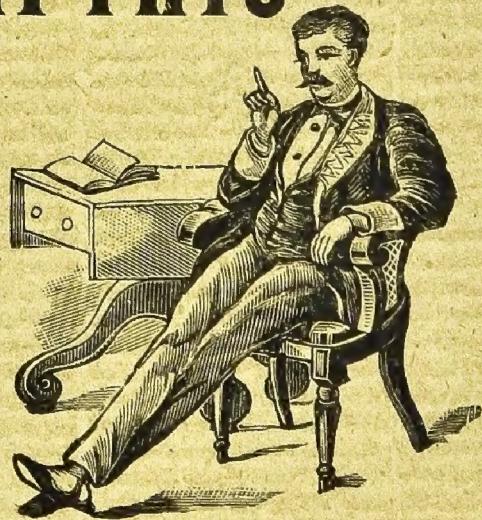
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